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| Lesson C: Research a Revolutionary | | Related Lesson: Revolutionary War, Founding Americans | |
| Grade level: High School | | **Unit**: Johnny Tremain | |
| Goals | | | |
| Content Standards:  ELAALRL3: The student deepens understanding of literary works by relating them to their contemporary context or historical background, as well as to works from other time periods.   1. The student relates a literary work to primary source documents of its literary period or historical setting; the student relates a literary work to the seminal ideas of the time in which it is set or the time of its composition.   ii. Colonial / Revolutionary/ National literature  ELAALRC2: The student participates in discussions related to curricular learning in all subject areas. The student   1. Identifies messages and themes from books in all subject areas.   d. evaluates the merits of texts in every subject discipline.  ELAALRC4: The establishes a context for information acquired by reading across subject areas. The student  explores life experiences related to subject area content. | | | |
| ISTE NETS-S | | | |
| Creativity and innovation | | X Critical thinking, problem solving, & decision making | |
| X Communication and collaboration | | X Digital citizenship | |
| X Research and information fluency | | X Technology operations and concepts | |
| Instructional Objective(s):  Students will form groups of two or three members to research an infamous or famous Revolutionary War character more in depth. They will create a presentation of this character using powerpoint (or photostory) which shares the information gathered in a creative, interesting format. | | | |
| Action | | | |
| Before-Class preparation:   1. Sign up for time in the computer lab.  2. Provide a worksheet with the following websites which provide background information on famous and infamous people from the Revolutionary War. Heroes of the Revolution: <http://library.thinkquest.org/11683/High.html>, Famous Men in the Revolutionary War: <http://directory.google.com/Top/Society/History/By_Time_Period/Eighteenth_Century/Wars_and_Conflicts/American_Revolution/People/>, Amazing Women in War and Peace: <http://userpages.aug.com/captbarb/femvets.html>, Revolutionary War Biographies:  <http://www.42explore2.com/revolt3.htm> | | | |
| During Class | | | |
| Time  30 minutes for each of 4 days.  20 minutes for each of 5 days.  One class period. | **Instructional Activities**  In collaborative groups, students will research the life of a famous or infamous person from the Revolutionary War, either someone who was in the novel *Johnny Tremain*, or someone who wasn’t.  The groups should select a person who was involved in the Revolution - male or female, British or American, loyalist or patriot, native American, African American, soldier, or statesman. Using one or more websites, the groups will identify the life of that person, the role he or she played in the war, and views of that person.  Each group will present the group’s famous Revolutionary person in a powerpoint presentation which is both interesting and creative, using the rubric as a guide for required elements.  Each presentation will be presented to the class following the completion of the project. | | **Materials and Resources**  One computer per student, with internet connection and presentation software (PPT, photostory).  Heroes of the Revolution:  <http://library.thinkquest.org/11683/High.html>  Famous Men in the Revolutionary War:  <http://directory.google.com/Top/Society/History/By_Time_Period/Eighteenth_Century/Wars_and_Conflicts/American_Revolution/People/>  Amazing Women in War and Peace:  <http://userpages.aug.com/captbarb/femvets.html>  Revolutionary War Biographies:  <http://www.42explore2.com/revolt3.htm> |
| Notes: | | | |
| Monitor | | | |
| On-going Assessment(s): This project will be assessed using the culminating project research rubric. | | | |
| Accommodations and Extensions: Groups will be selected using students with varying skill ability levels. Each student’s participation will be closely monitored, through the use of self-reflection, and peer reflection on group work. | | | |
| Back-up Plan: The groups will work together to research a famous (or infamous) Revolutionary War person of their choice. If need be, the groups could work from books in the media center. | | | |
| Evaluation | | | |
| Lesson Reflections and Notes: Evaluation rubric is attached. | | | |